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ABSTRACT

This report provides the results of a questionnaire survey of 830 postsecondary vocational-technical students attending state-operated schools in Kentucky. The objectives of the study were: (1) to provide demographic information needed to prepare profiles of typical students by program area; (2) to determine the relationships of economic status and students entry into vocational-technical programs; (3) to analyze standardized test scores of a stratified random sample of students. A discussion of objectives and methodology is followed by the results presented in both narrative and table form. These findings for the total sample are presented: age, number of dependents, education level, sex, race, work experience, marital status, family income, financial aid, program area in which enrolled, handicap types, employment status, time of day students attend school, General Aptitude Test Battery scores, and Test of Adult Basic Education scores. Profiles that include the above types of information are then provided for students in these program areas: health and personal service, business and office occupations, industrial and technical, home economics, distributive education, and public service. A total of 62 tables are included. (YLB)

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FINAL REPORT

A DEMOGRAPHIC STUDY OF THE TYPICAL POST-SECONDARY STUDENT IN STATE OPERATED VOCATIONAL TECHNICAL SCHOOLS IN KENTUCKY

BY

G. Keith Bayne, Project Director

June 3, 1985

School of Education
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Finally, this acknowledgement would be incomplete without mentioning Ms. Martha Ann Rankin, graduate assistant, who worked with the project director in completing the project.

PROJECT ABSTRACT

TITLE OF PROJECT:	A DEMOGRAPHIC STUDY OF THE TYPICAL POSTSECONDARY STUDENT IN STATE OPERATED VOCATIONAL-TECHNICAL SCHOOLS
PROJECT DIRECTOR:	Dr. G. Keith Bayne
APPLICANT ORGANIZATION:	University of Louisville
TRANSMITTED BY:	Dr. G. Keith Bayne
DURATION OF PROJECT:	July 1, 1984 - June 30, 1985
OBJECTIVES:	1. To develop a questionnaire which will provide the demographic information needed, such as age, educational preparation, social, cultural, and economic status. 2. Prepare a profile of typical students by program area. 3. To determine the relationships of economic status and students entry into vocational-technical programs. 4. To analyze standardized test scores (GATB; TABE) of a stratified random sample of post-secondary students.
PROCEDURES:	A stratified random sample of students enrolled in post-secondary vocational programs was selected for inclusion in this study. This sample was taken by program areas, i.e., Agriculture, Health and Personal Service, Business and Office, Home Economics, Distributive Education, and Public Service. A questionnaire was developed to gather the data. Test scores were provided by the guidance counselors. All students attending state vocational-technical schools formed the pool of available participants.

CONTRIBUTION TO:

The development and implementation of any sound vocational program is dependent upon a thorough analysis of the target population. Such an analysis will allow the program planner to adjust specific programs objectives, to develop remedial education programs or to accelerate vocational programs based upon this analysis. A demographic study will provide the necessary information and can be used in making this adjustment.

A DEMOGRAPHIC STUDY OF THE TYPICAL POST-SECONDARY STUDENT IN STATE OPERATED VOCATIONAL-TECHNICAL SCHOOLS IN KENTUCKY

Introduction

The development and implementation of any sound vocational program must of necessity begin with an analysis of the need for the occupation and an analysis of the target population to be served. Through such an analysis we are able to advise students and assist them in their career development process. A wealth of information is already available in the student's permanent records concerning their career potential.

If a student profile is available regarding the typical student in a particular program area, the guidance counselors can use this information to assist students in making career choices. Further, vocational-technical school instructors may know their students, but may not have an overview of the students enrolled in their class. Such information may determine the starting point for students enrolled in their program. This will minimize the amount of adjustment required as individual students begin their training.

It goes without saying that interest above in a particular occupation does not necessarily guarantee success. It is equally important that someone possess an aptitude for the occupation as well. For this reason an analysis of the various aptitude test batteries will provide some of the information.

Communication and computation skills are basic to all types of work. Whether a cashier in a grocery store, a landscaper, a clerk-typist or an auto mechanic, standardized academic aptitude

tests are important indicators in career selection as well as career success.

Career selection is further complicated by the traditional societal expectations regarding what constitutes "women's work" or "men's work." These values in many cases do not affect a person's ability to carry out the tasks required for a particular occupation; they do, however, encourage or discourage a person from entering into an occupation which is traditionally viewed to be "male" or "female." Similarly concerned handicapped and disadvantaged students are often sterotyped and guided, or in some cases placed, into occupational programs which are viewed to be "best" for them. If aptitude test scores are compared with others enrolled in the desired occupational programs, students and counselors have a basis for making decisions.

Career decisions are also affected by a number of economic factors which have a direct impact upon the students. Family size, income, financial aid and previous work experience are often determinants in the career selection process.

This project was designed to provide a profile of the typical post-secondary vocational-technical school student. The following objectives were felt to be essential.

1. To develop a questionnaire which will provide the demographic information needed, such as age, educational preparation, social, cultural and economic status.
2. To prepare a profile of typical students by program area.
3. To determine the relationship of economic status and students entry into vocational-technical program.

4. To analyze standardized test scores (GATB-TABE) of a stratified random sample of post-secondary students.

III. Methodology (Procedures)

In order to carry out the intent of this project and to meet the objectives specified above, the following procedures were followed.

The project director met with the Office of Vocational Education (OVE) Staff to determine the scope and data requirements for the project. A great deal of the demographic information is currently available from the student information system. However, there was no way of linking the demographic information with standardized test scores, employment status, and family income. Therefore, it was felt that a questionnaire would be the most appropriate method for gathering the data for the study.

A search of the related literature was conducted to facilitate the development of the student demographic questionnaire. Information obtained as a result of the literature search was utilized in producing the final questionnaire. The student demographic survey instrument was reviewed by the counselors at Jefferson State Vocational-Technical School. Revisions resulting from the review were made prior to printing the final draft. (See appendix.)

Counselors at several of the state vocational-technical schools were consulted to determine which standardized basic education or aptitude test battery was currently being used as part of the admissions process. It was found that two primary standardized test batteries were being used for student placement--the General Aptitude Test Battery (GATB) and Test of Adult Basic Education

(TABE). Therefore, the test scores for these two batteries were requested from the counselors at each school included in the study.

A letter of intent (see appendix) and copies of the questionnaire were sent to sixteen state vocational-technical schools in Kentucky. The questionnaires were distributed randomly to students in the seven program areas or to the program areas offered by that particular school. After completing the student portion of the questionnaire, the school counselors provided the appropriate entrance test scores.

Follow-up inquiries were made two (2) weeks after the initial mailing of the survey material. Twelve of the sixteen vocational-technical schools returned the questionnaire complete with the appropriate aptitude test scores. Every effort was made to comply with the intent of the right to privacy act and the individual identity of individual students was needed only to insure that valid test scores were associated with the student who completed the questionnaire.

Eight hundred thirty (830) questionnaires were returned. This provided a large enough sample for most program areas. However, due to the limited number of post-secondary agriculture programs, a valid sample was not obtained. Teachers and principals of these programs have been sent additional questionnaires in an effort to obtain a sample large enough to allow some confidence regarding the nature of the students enrolled; however, they were not returned in time to be included in this report.

The data obtained from the questionnaire were then prepared and the SPSS-frequencies computer program was used to process the data.

The following information categories were used to develop the profile: Age, number of dependents, education level, sex, race, past work experience record, marital status, income, financial aid, entrance examination taken and scores for each category, program area enrolled, handicapped, employment status, and time of day that they attend school.

For each of the above mentioned variables, a mean, median, mode, standard deviation, and frequency was determined.

The computer program was run including all cases. Each program area was then tabulated for the above mentioned variables and will be reported separately from the overall group.

Findings

Responses to the questionnaire developed by the project staff were received from 830 vocational-technical school students. Questionnaires were obtained from 12 of the 16 vocational-technical schools that were sent questionnaires.

The data obtained from the questionnaire was prepared and the Statistical Package for Social Science, subprogram frequencies was used to process the data. The primary area of concern was the frequency of occurrence, rather than to make any statistical analysis to compare or show relationships between any of the variables.

An analysis of the data concerning age of the total sample revealed some interesting results. It was found that the range, as might be expected, was quite large. Table 1 is presented to indicate this. Six 17-year-olds were included in the sample and one 67-year-old person responded to the questionnaires.

Table 1

Age - General Population

Age	Frequency
17-20	238
21-25	204
26-30	135
31-35	98
36-40	60
41-45	48
46-50	29
51-55	7
56-60	7
61-67	4

Mean	Median	Mode	Valid Cases
27.457	24.429	19.00	822

The mean score was 27.45, median was 24.42; however, the mode was found to be age 19. This was only slightly higher than the next higher frequency age group 20. The 19 and 20 year old group comprised a total of 26% of the sample. Only 3% of the sample were younger and the remaining 71% being more than 20 years of age. It is interesting to note that one or more students from all ages up to age 60 responded.

It was found that 49% of the respondents reported that they had no dependents. The number of dependents of the remaining students ranged from (16%) to one person reporting eleven dependents. The mean was 1.222 dependents.

Table 2

Number of Dependents

Dependents	Frequency	Adjusted Percent
0	407	49
1	136	16
2	119	14
3	86	10
4	45	5
5	27	3
6	7	1
7	2	less than 1%
11	1	11

Mean	Median	Mode	Valid Cases
1.222	0.559	0.0	830

The education level of all respondents ranged from second grade through graduate school. Only a small number reported less than an 8th grade education (9%); 60% of the respondents reported 9-12 years of education with 55% of the sample reporting 12 years of education. If students had passed the General Educational Development test (G.E.D.), they were asked to respond to this category. 21% of the sample reported they had passed the G.E.D. examination.

Table 3

Highest Education Level Attained

Education	Frequency	Adjusted Percent
1 - 8	13	9
9 - 12	495	60
GED	171	21
College (1-4)	135	17
Vocational	2	
Graduate	3	

Mean	Median	Mode	Valid Cases
12.349	12.270	12.000	819

The median for this variable was 12.27 with the mode being 12.00. Eight hundred nineteen valid cases were used.

The sample consisted of 57% males and 43% females.

Table 4

Sex

Sex	Frequency	Adjusted Percent
(1)=male	471	57
(2)=female	356	43

Mean	Median	Mode	Valid Cases
1.425	1.375	1.000	827

( ) denotes code number

The sample also consisted of 7% Black students, 91% White, and the remaining percentage accumulated among Hispanic, Asian and American Indian.

Table 5

Race

Race	Frequency	Percent
(1)=black	62	7
(2)=Hispanic	4	0
(3)=Asian	3	0
(4)=American-Indian	2	0
(5)=white	755	91
(6)=other	0	0

Mean	Median	Mode	Valid Cases
4.653	4.950	5.000	826

( ) denotes code number

This proportion is consistent with the general population of the Commonwealth, according to the Urban Studies Center, University of Louisville.

In regard to work history or work experience ,33% had worked for one year or less with 10% of the sample not reporting any work experience. This variable is consistent with the fact that more than 26% of the sample fell into the 19-20 year age bracket.

Table 6

Paid Work Experience on First Job

Number of Years Work Experience	Frequency	Percent
1. 0-1	273	33
2. 1-3	195	23
3. 4-6	117	14
4. 7-10	71	9
5. 11-15	28	3
Over 15	62	7

A substantial majority of the sample indicated they (70%) had been in the work force less than 6 years.

Of the 830 cases, 350 indicated they had had more than one job. Fifty-seven percent of the sample did not respond. Similarly 79% of the sample population did not respond to the question regarding whether they have held a third job. It would appear that as students they are, for the most part, preparing for or seeking to improve their present position.

In regard to marital status, 39% of the sample indicated they were married while 46% were identified as being single. Only 9% indicated they were divorced. Four percent reported they were single head of household.

Table 7

Marital Status

	N	%
Married	323	39
Divorced	78	9
Single Head of Household	34	4
Widow/Widower	4	0
Single	385	46

Family income was reported by 756 of the respondents. As expected, given the fact that a large number of the students fall in the 19-20 year old range, 49% reported income of less than $10,000.00 and 67% of the respondents reported income of $20,000.00 or less. Table 9 provides more detail regarding the family income of students enrolled in vocational-technical schools.

Table 8

Total Family Income

	N	%
Under 10,000	372	45
10,000-19,999	209	25
20,000-29,999	115	14
30,000-50,000	49	6
Over - 50,000	11	1
No Response	74	9
	830	100%

Table 9 is presented to indicate the number of students using financial aid and the type of aid the students are receiving. A total of 436 students responded to this question. Pell grants was the largest single type of financial aid, indicated with 38% of the respondents indicating this was the source of their financial aid. The next highest category was V.A. benefits. 32% of the respondents indicated this was their source of financial aid. It should be noted that, of the total number of students surveyed, 394 or 47% of the students did not respond to this question.

Table 9

Type of Financial Aid being Used

	N	%
V A Benefits	139	17
Voc. Rehab.	21	3
JTPA	74	9
PELL	164	20
GSL	12	1
CWS	1	0
Other	25	3
No Response	394	47
TOTAL	830	100%

Entrance examinations taken by vocational-technical students were almost equally divided between the GATB and TABE examinations. Forty-six percent (337) of the respondents indicated they had taken the GATB test and 52% (380) had taken the TABE. Table 10 is provided to illustrate this variable.

Table 10

Entrance Examination Taken

	N	% of sample
GATB	337	46
TABE	380	52
OTHER	11	2
	728	100%

No Response - 102

Student enrollment by program area is presented in Table 11. The majority of respondents are enrolled in the Technical and Industrial Training Programs, Health and Personal Services, and Business and Office Occupations. This may or may not be a true representation of enrollment patterns. It should be noted also that only three students of the total 830 cases indicated they were enrolled in vocational agriculture classes. This does not provide a large enough sample size for agriculture students to draw any conclusions or to make any recommendations. This data does however, after review of programs being offered, indicate that there may not be a large number of students enrolled in agriculture programs in State Vocational-Technical Schools.

Table 11

Program Area in which Students are Enrolled

	N	%
Agricultural	3	0
Health and Personal Service	178	21
B & O	95	11
Tech. & Ind.	449	54
Home Economics	32	4
Distributive Ed.	9	9
Public Service	34	4
No Response	30	4
TOTAL	830	100%

Only seven percent of the 830 respondents indicated they had a handicap. The largest group was the physically handicapped with 16, or 2% of the total indicating they had an identified handicap. Table 12 is presented to give a complete breakdown of the way students responded to this question.

Table 12

Handicapped

	N	%
NONE	687	93%
Physically	16	4
Deaf	1	0
Hard of Hearing	10	1
Mentally Retarded	1	0
Emotionally Disturbed	2	0
Speech Handicapped	11	1
Visually Handicapped	9	1
	737	100%
No Response	93	

Students were asked to indicate their current employment status. A large percentage of the students reported they were not employed either full or part time 67% (537). Twelve percent indicated they were employed full time and 21% were employed part time. Table 13 illustrates the responses received for this item.

Table 13

Employment Status

	N	%
Employed Full Time	92	12
Employed Part Time	169	21
Not Employed	537	67
	798	100%
No Response 32		

It was found that 80% of the students attended school during the day time hours with only 12% enrolled as evening students. This item may not accurately reflect the actual enrollment patterns but is only the results of the distribution of the questionnaires.

Table 14

Time of Day that Students Attend School

	N	%
Day Time Hours	720	88
Night Time Hours	98	12
No Response	12	1

The counselors at each of the Vocational-Technical schools provided the GATB scores for each student.

Two hundred ninety-four valid cases were provided for the GATB test. Table 15 provides the information regarding the General Aptitude Test Battery.

Table 15

General Aptitude Test Battery (GATB)

	Mean	Medium	Mode	St. Dev.	Range
G-Intelligence	97.199	96.17	92.0	14.6	59/138
V-Verbal	97.76	96.11	90.0	13.52	66/151
N-Numerical	95.54	96.06	88.0	15.35	54/134
S-Spatial	103.49	102.42	92.0	19.39	24/171
P-Form Perception	111.88	111.63	107.0	18.76	57/165
Q-Clerical Percep.	110.79	109.10	98.00	16.65	68/178
K-Motor Coordination	106.03	107.59	108.00	19.78	50/161
F-Finger Dexterity	106.47	105.214	106.00	38.82	21/174
M-Manual Dexterity	112.55	112.67	125.0	26.69	24/187

While there is a wide range of scores, the mean and median remain fairly high. The actual interpretation of the GATB scores should be provided by trained GATB interpreters and no attempt will be made to do this in this document.

Table 16

For All Students GATB Test Scores

	G	V	N	S	
Mean	97.194		97.762	95.541	103.486
Median	96.167		96.111	96.056	102.417
Mode	92.000		90.000		92.00
Sr.Deviation	14.655		13.521	15.352	19.391
Range -	59/138		66/151	54/139	24/171

294 Cases

	P	Q	K	F	M
Mean	111.878	110.793	106.027	106.473	112.549
Median	111.625	109.100	107.594	105.214	112.667
Mode	207.00	98.00	108.00	106.00	125.00
St. Dev.	18.757	16.651	19.778	38.824	26.693
Range	57/165	68/178	50/161	21/174	24/187

293 Valid Scores in test group.

It was found that the Test of Adult Basic Education was given to approximately 537 of the total number of respondents. Table 17 presents the results of this test as reported on the questionnaire.

Table 17

Test of Adult Basic Education

	Mean	Median	Mode	St. Dev	Range
Reading	10.68	10.82	12.90	1.83	3/13
Math	9.18	8.98	12.90	1.80	4/13
Language	9.80	9.21	12.90	1.79	3/18
Total Test Battery	9.19	9.28	8.4	1.48	5/13

The interpretation of these scores should be accomplished by a counselor or other person qualified to interpret these scores.

A profile of each of the program area students was obtained, with the exception of vocational agriculture. Only three vocational agriculture students returned questionnaires. Therefore, the sample was too small to report.

The Health and Personal Service information is presented in this section of the report. One hundred seventy-eight valid questionnaires were obtained.

The age of this group was similar to the general population with an age range of 18 to 59 years. The mean or average was 27.49. However, the mode was 49 with the 20 year old group being the next larger group. Table 18 illustrates this information.

Table 18

Age, Health & Personal Service

Age	Frequency	%
17-20	47	27
21-25	51	29
26-30	24	14
31-35	24	14
36-40	14	9
41-45	8	5
46-50	4	3
51-55	2	23
56-60	3	23
	178	100

Approximately 50% Health and Personal services students reported that they did not have any dependents. However, of those reporting, 68% reported they had two or more dependents. Table 19 is provided for this variable.

Table 19

Number of Dependents

N	Frequency
0	90
1	35
2	25
3	11
4	10
5	5
6	2

All students reported they had obtained at least a 12th grade education or a GED equivalent. Table 20 is presented to show the data obtained for this group. The mean was 12.83 years of school, with a considerable number having taken college work beyond high school.

Table 20

Education Level of Health & Personal Service Students

	Frequency	%
High School	96	55
G.E.D.	44	25
1 Year College	16	9
2 Year College	15	9
3 Year College	3	2
	176	100%

In determining the sex of students enrolled in Health & Personal Services it was found that 96% of those responding were female, or 170 of 177. Only 7 males answered the questionnaire.

In determining race of the respondents, 93% of the respondents indicated they were White and 6% reported their race as Black. As reported previously, this represents the general population of Kentucky.

Table 21

Race of Health & Personal Services Students

	Number	%
Black	11	6
Hispanic	1	less than 1
Asian	1	less than 1
American Indian	0	0
White	165	93
	178	100%

In the area of work experience, only 17 students failed to indicate any work experience. Table 22 shows their work history as reported on the questionnaire.

Table 22

Work History

	N	%
0-1 years	60	37
1-3 years	53	33
4-6 years	26	16
7-10 years	13	8
11-15 years	3	2
Over 15	6	4
	161	100%

Only 84 students reported having had two jobs, and 36 students reported having had three different jobs. This information is consistent with the age and range of experiences listed earlier.

When questioned about marital status, a majority of the respondents indicated they were single; however, those reporting they were married made up the second largest group. (See Table 24.)

Table 23

Marital Status of Health & Personal Service Students

	N	%
Married	67	38
Divorced	22	43
Single Head of household	8	5
Widow/Widower	78	44
	175	100

Table 24

General Aptitude Test Ballery (GATB)

	Mean	Medium	Made	St. Dev.	Range
G - General Intelligence	99.594	98.5	91.	12.681	73/138
V - Verbal	102.25	152.00	108.	12.096	80/151
N - Numerical	99.45	99.83	92.	12.99	67/130
S - Spatial	103.47	102.5	105.	15.92	73/141
P - Form Perception	120.47	120.5	116.0	16.41	87/162
Q - Clerical Perception	119.66	115.00	107.	18.95	89/178
K - Motor Coordination	117.06	116.00	120.0	17.685	77/160
F - Finger Dexterity	113.52	115.83	116.00	24.48	58/174
M - Manual Dexterity	120.93	122.5	125.00	19.81	61/168

*64 Valid Cases

Business and Office Occupations

The age of students in the business and office is similar to the general population; however, the average age was slightly higher at 28.20. The greatest number of students (mode) were in the 20-year-old bracket.

Table 25

Age-Business and Office Occupations

Age	Frequency	%
17-20	28	31
21-25	22	23
26-30	10	10
31-35	11	11
36-40	10	10
41-45	5	5
46-50	5	5
51-55	0	0
56-60	1	1
	92	91

Only 36 of the 92 Business and Office students reported they had dependents. This represented only 39% of the students who answered the questionnaires. Table 26 presents the data regarding this question.

Table 26

Number of Dependents - Business and Office

N	Frequency
0	59
1	14
2	14
3	6
4	1
5	1
	92

The education level of this group was also quite high. Nearly all reported they had completed high school or the GED. Twenty-six percent reported they had completed one or more years of college work.

Table 27

Education Level of Business and Office Students

	N	%
Less than 12 years	1	1
High School	53	57
G.E.D.	17	18
1 year college	13	14
2 years college	9	10
3 years college	1	1

MEAN 12.78

The sex of students enrolled in Business and Office Occupation is predominantly female (87%). Males, however, make up a larger percentage than found in the Health and Personal Services Area.

The race of students, like the general population, is primarily White (93%) with Blacks making up the remainder.

Table 28

Race of Business and Office Students

Race	N	%
Black	7	7
White	88	93

In regard to work experience, 85 of the 92 students responding to this question reported having some work experience. A high percentage had worked for less than 3 years (62%). Some of those responding have worked for 15 years or more. Table 29 is presented to show their work history.

Table 29

Work History of Business and Office Students

Years	N	%
0-1	37	44
1-3	15	18
4-6	17	20
7-10	12	12
11-15	1	1
Over 15	5	6

Thirty-one students reported having more than one job with the majority working at that job less than three years.

This group was about evenly divided between married and single. 47% reported they were married while 43% indicated they were single.

Table 30

Married Status of Business and Office Students

	N	%
Married	45	47
Divorced	7	7
Single Head of Household	2	2
Widow/Widower	0	0
Single	41	43

Table 31

General Aptitude Test Battery (GATB) - Business and Office

	Mean	Medium	Mode	St. Dev.	Range
G-Intelligence	98.864	96.5	91.0	13.442	80/136
V-Verbal	102.545	98.0	90.0	12.137	88/13
N-Numerical	99.091	99.167	99.0	15.421	68/134
S-Spatial	99.136	101.0	78.0	17.809	74/141
P-Form Perception	108.0	109.5	121.0	16.937	75/136
Q-Clerical Percep.	112.227	107.0	97.0	16.495	87/144
K-Motor Coordination	107.5	103.5	95.0	20.914	58/161
F-Finger Dexterity	107.455	110.5	85.0	21.639	61/148
M-Manual Dexterity	112.095	108.0	94.0	24.918	59/155

Table 32

Test of Adult Basic Education

	Mean	Medium	Mode	St. Dev.	Range
Reading	11.486	11.450	12.90	1.34	8/13
Math	9.221	8.925	12.90	1.79	7/13
Language	10.885	11.450	12.90	2.05	5/13
Total Test Battery	9.77	9.77	9.89	1.44	8/12

Industrial and Technical

The industrial and technical information is located in this section of the report. Four hundred forty-eight responses were obtained. The age of the industrial and technical student ranged from 17-67. The mean or average age was 27.594. The mode was 19.0. Table 33 illustrates this information.

Table 33

Age of Industrial and Technical

Age	Frequency	%
17-20	272	29
21-25	102	23
26-30	83	19
31-35	46	10
36-40	27	7
41-45	28	6
46-50	17	4
51-55	4	1
56-67	5	1

Slightly over half of the industrial and technical students reported that they had dependents. Of those reporting, 62% had two or more dependents. The number of dependents is illustrated in Table 34.

Table 34

Number of Dependents

N	Frequency
0	208
1	68
2	61
3	57
4	27
5	20
6	4
7	2
8 or more	1

Of the students reporting, 91% indicated that they had at least the equivalent of a high school education or GED. Table 35 illustrates this information. The mean was 12.379 years of school.

Table 35

Education Level of Industrial, Technical Students

	Frequency	%
Less than High School or GED	40	9
High School	251	57
GED	87	20
1 year college	29	7
2 year college	22	5
Vocational school	2	1
Graduate School	1	1
	432	100%

As far as the sex of the students enrolled in the Vocational and Technical program, 90% were male and 10% female.

In determining race of the respondents, 92% reported they were White and 7% indicated their race was Black. This represents the general population of Kentucky and is illustrated in Table 36.

Table 36

Race of Industrial-Technical Students

	N	%
Black	30	7
Hispanic	1	less than 1
Asian	1	less than 1
American Indian	2	less than 1
White	411	92
	445	100%

Of those responding in the area of work experience, 41 students indicated they had no work experience to report. The mean for work experience was 2.53 and the mode 1.0. Table 37 indicates the work experience responses.

Table 37

Work History

	N	%
0-1 yr.	151	37
1-3 yr.	99	24
4-6 yr.	55	14
7-10 yr.	37	9
11-15 yr.	21	5
15-over	44	11
	407	100

Only 58 students reported having had two jobs and 39 indicated they had three different jobs. This information coincides with the age and range of experience listed earlier.

When reporting marital status, a total of 53% reported to either be single or a single head of household. See Table 38 for a breakdown of marital status information.

Table 38

Marital Status of Industrial-Technical

	N	%
Married	173	39
Divorced	39	9
Single head of household	16	4
Widow/Widower	1	less than 1
Single	217	49
	445	100

Table 39

General Aptitude Test Battery (GATB) - Industrial-Technical

	Mean	Medium	Mode	St. Dev.	Range
G-Intelligence	96.614	95.5	94.0	15.771	59/134
V-Verbal	95.785	93.944	90.0	13.793	66/139
N-Numerical	93.956	93.786	86.00	15.784	54/131
S-Spatial	104.677	105.300	92.0	21.736	24/171
P-Form Perception	110.487	107.9	106.0	19.277	57/159
Q-Clerical Percep.	107.481	106.5	98.0	15.498	68/164
K-Motor Coordination	101.386	102.3	87.0	18.637	58/139
F-Finger Dexterity	105.722	103.833	106.0	47.461	36/609
M-Manual Dexterity	111.64	110.5	134.0	29.207	38/310

*158 valid cases

Table 40

Test of Adult Basic Education

	Mean	Medium	Mode	St. Dev.	Range
Reading	10.484	10.637	12.9	1.04	3/13
Math	9.051	8.872	12.9	1.815	4/13
Language	9.657	8.720	9.7	9.143	3/18
Total Test Battery	9.019	9.188	8.4	1.489	5/13

Home Economics

The home economics data are presented in this section of the report. Thirty-two valid questionnaires were obtained.

The age of the home economics group, as with the other areas was similar to the general population with a range of 17-55. The mode for this group was 20.0. Table 41 illustrates the age data.

Table 41

Age - Home Economics

Age	Frequency	%
17-20	6	19
21-25	12	38
26-30	4	12
31-35	3	9
36-40	3	9
41-45	2	6
46-50	1	3
51-55	1	3
	32	100

Of the home economics students responding, 71% indicated they had two or more dependents. Over half of the students indicated that they had no dependents. Table 43 illustrates this information.

Table 42

Number of Dependents

N	Frequency
0	18
1	4
2	6
3	3
4	0
5	1
6	0

Of the home economic students responding, 75% had attained a high school diploma, GED or higher. Table 44 is presented to show the level of education obtained by this group. The mean was 11.781 for this program area.

Table 43

Education Level of Home Economic Students

	Frequency	%
Less than high school	8	25
High School	16	50
GED	4	13
1 yr college	1	3
2 yr college	3	9
	32	100

Of the students reporting, 59% were females. Thirteen males answered the questionnaire.

In determining race of the respondents, 71% of the respondents indicated they were White and 23% reported to be Black. The remaining 6% were in the Hispanic category. This information is illustrated by the following table.

Table 44

Race of Health & Personal Services Students

	N	%
Black	7	23
Hispanic	2	6
White	22	71
	31	100

In the area of work experience, only 3 respondents failed to indicate any previous experience. Tabel 45 illustrates the work history of the home economic students reporting.

Table 45

Work History

	N	%
0-1 yr.	12	41
1-3	6	21
4-6	6	21
7-10	2	7
11-15	0	--
over 15	3	10
	29	100

Of the 29 students responding, only 6 indicated they had held two different jobs while only 3 reported having 3 different jobs.

When questioned about marital status, 63% indicated they were single. The second largest group, which is consistent with other vocational areas, was the married group. Table 46 points out the responses for marital status.

Table 46

Marital Status of Home Economic Students

	N	%
Married	8	25
Divorced	3	9
Single head of household	1	3
Widow/widower	0	0
Single	20	63
	32	100

Table 47

General Aptitude Test Battery (GATB) - Home Economics

	Mean	Medium	Mode	St. Dev.	Range
General Intelligence	86.714	88.833	89.00	10.381	68/106
Verbal	90.500	88.500	86.0	8.689	74/104
Numerical	89.143	87.50	94.0	10.347	74/109
Spatial	91.571	96.5	82.0	15.042	62/110
Form perception	94.0	96.0	96.0	11.422	71/109
Clerical perception	104.929	100.5	100.0	8.213	96/121
Motor Coordination	100.571	98.5	89.0	19.441	50/129
Finger Dexterity	85.429	84.5	67.0	21.785	45/135
Manual Dexterity	97.857	91.5	85.0	23.350	61/143

*14 valid cases

Table 48

Test of Adult Basic Education

	Mean	Medium	Mode	St. Dev.	Range
Reading	10.093	10.3	7.2	2.239	6/13
Math	8.3	8.3	8.3	1.258	6/11
Language	9.614	9.2	12.9	2.656	6/13
Total Test Battery	8.70	8.7	7.6	1.556	8/10

Distributive Education

The distributive education information is found in this section of the report. Nine valid questionnaires were obtained from this group. Because of the limited number of responses this section may not be as conclusive as the other areas of this report.

The age of the group ranged from 19 to 45. The mode was 22. Table 49 illustrates the age information.

Table 49

Age

Age	Frequency	%
17-20	1	11
21-25	5	56
26-30	0	0
31-35	0	0
36-40	1	11
41-45	2	22
	9	100

The majority of the distributive education students indicated they had no dependents. Of the remainder reporting, two respondents had two or more dependents. Table 50 is included to provide for this variable.

Table 50

Number of Dependents

N	Frequency
0	7
1	0
2	1
3	1
	9

All distributive education students reported they had obtained at least a 12th grade education or a GED equivalent. The mean for this group was 12.798 with 33% having one year of college. See Table 51.

Table 51

Education Level of Distributive Education Students

	Frequency	%
High School	5	56
GED	1	11
1 year college	3	33
	9	100

In reporting the sex of students enrolled in Distributive Education, it was found that 89% were female. Only 1 male responded to the questionnaire.

In determining race of the respondents, 89% indicated they were White. This data is illustrated in Table 52.

Table 52

Race of Distributive Education Students

	N	%
Black	1	11
Hispanic	0	0
Asian	0	0
American Indian	0	0
White	8	89
	9	100

In the area of work experience, all students responding had previous work experience. The breakdown for this category is illustrated in Table 53.

Table 53

Work Experience

	N	%
0-1 year	2	22
1-3	6	67
4-6	1	11
7-10	0	0
11-15	0	0
over 15	0	0
	9	100

Of those reporting, seven out of nine had held two previous jobs and three had worked in three different positions.

When questioned about marital status five out of nine indicated they were single. (See Table 54).

Table 54

Marital Status of Distributive Education Students

	N	%
Married	3	33
Divorced	1	11
Single head of household	0	0
Widow/Widower	0	0
Single	5	56
	9	100

Because of the limited number of responses, the General Aptitude Test Battery and the Test of Adult Basic Education is omitted from this report for the distributive education students.

Public Service

The Public Service information is contained in this section of the report. Thirty four valid cases were obtained from this group.

The age of the group had a range of 18 to 46. The mode was 19.0 with the mean being 28.882. Table 55 outlines this information.

Table 55

Age Public Service

Age	Frequency	%
17-20	8	24
21-25	5	14
26-30	7	21
31-35	8	24
36-40	3	9
41-45	2	6
46-50	1	2
	34	100

Only five of the public service students reported that they did not have any dependents. However, of those reporting that they had dependents, 69% reported that they had two or more dependents. Table 56 is provided to illustrate this variable.

Table 56

Number of Dependents--Public Service

N	Frequency
0	5
1	9
2	8
3	7
4	4
5	0
6	1

All but two students indicated they had received a 12th grade education or a GED equivalent. The mean for the education level of this group was 12.706. Table 57 is provided to illustrate the education level obtained by the public service students.

Table 57

Education Level of Public Service Students

	Frequency	%
Less than high school	2	6
High School	14	41
GED	12	35
1 year college	2	6
2 year college	4	12

In determining the sex of the students enrolled in Public Service it was found that 535 of the students responding were female, or 18 of the 34 responses.

In determining race of the public service students, 94% reported to be White. Only one Black and one Asian responded to the questionnaire. See Table 58.

Table 58

Race of Public Service Students

	N	%
Black	1	3
Hispanic	0	0
Asian	1	3
American Indian	0	0
White	32	94
	94	100

In the area of work experience, seven of the students responded that they had not had any work experience. Table 59 illustrates the work experience information.

Table 59

Work Experience--Public Service Students

	N	%
0-1 year	4	15
1-3 year	9	33
4-6 year	6	22
7-10 year	4	15
11-15 year	2	7
over 15 years	2	7
	27	100

Only eight students reported that they had had two jobs, and four students indicated that they had held three different jobs.

When questioned about marital status, the mode was the married group. The second largest group was the single category with ten students indicating they were single. See Table 60 for this information.

Table 60

Marital Status of Public Service Students

	N	%
Married	15	44
Divorced	4	12
Single Head of household	4	12
Widow/Widower	1	3
Single	10	29
	34	100

Table 61

General Aptitude Test Battery (GATB) - Public Service

	Mean	Medium	Mode	St. Dev.	Range
General Intelligence	102.133	103.000	94.0	14.262	68/122
Verbal	102.533	100.750	100.0	10.999	80/123
Numerical	102.267	102.000	98.0	16.812	56/134
Spatial	106.867	99.375	99.0	16.461	89/137
Form perception	113.667	117.750	118.0	16.474	77/142
Clerical perception	116.667	119.000	113.0	13.589	79/134
Motor coordination	121.357	120.333	120.0	11.433	102/139
Finger dexterity	109.667	114.000	139.0	29.647	21/141
Manual dexterity	114.333	116.000	24.0	28.876	24/151

*15 valid cases

Table 62

Test of Adult Basic Education

	Mean	Medium	Mode	St. Dev.	Range
Reading	10.179	10.550	10.80	1.828	6/13
Math	9.20	8.800	9.700	2.014	6/13
Language	8.960	8.900	9.500	1.375	7/11
Total Test Battery	9.100	9.100	7.200	1.065	7/11

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APPENDIX

POST-SECONDARY STUDENT - DEMOGRAPHIC QUESTIONNAIRE

Fill in the blank space:

1. NAME - Last _____ First _____ Maiden/Middle _____
2. ADDRESS - Street _____ City _____ State _____ Zip _____
3. TELEPHONE - Home ( ) _____ Office ( ) _____
4. BIRTHDATE - Year _____ Month _____ Day _____
5. NUMBER OF DEPENDENTS - _____

Check/Circle the most appropriate response:

6. HIGHEST EDUCATION LEVEL ATTAINED: 1 2 3 4 5 6 7 8 9 10 11 12 GED COLLEGE 1 2 3 4

   Vocational School ☐ Graduate ☐ Doctorate ☐

7. SEX - Male ☐ Female ☐

8. RACE - Black ☐ Hispanic ☐ Asian ☐ American-Indian ☐ White ☐ Other _____

9. WORK EXPERIENCE - 0-1 yrs. ☐ 1-3 yrs. ☐ 4-6 yrs. ☐ 7-10 yrs. ☐ 11-15 yrs. ☐ 15-over yrs. ☐

   Work Area _____

   0-1 yrs. ☐ 1-3 yrs. ☐ 4-6 yrs. ☐ 7-10 yrs. ☐ 11-15 yrs. ☐ 15-over yrs. ☐

   Work Area _____

   0-1 yrs. ☐ 1-3 yrs. ☐ 4-6 yrs. ☐ 7-10 yrs. ☐ 11-15 yrs. ☐ 15-over yrs. ☐

   Work Area _____

10. MARITAL STATUS - Married ☐ Divorced ☐ Single Head of Household ☐ Widow/Widower ☐ Single ☐

11. AGE - Under 18 ☐ 18-25 yrs. ☐ 25-35 yrs. ☐ 35-50 yrs. ☐ 50-62 yrs. ☐ 62-over yrs. ☐

12. TOTAL FAMILY INCOME - Under $10,000 ☐ $10,000-20,000 ☐ $20,000-30,000 ☐ $30,000-50,000 ☐ $50,000-over ☐

13. FINANCIAL AID - VA ☐ REHAB ☐ JTPA ☐ PELL ☐ GSL ☐ CWS ☐ Other _____

14. ENTRANCE EXAMS TAKEN - GATB ☐ TABE ☐ Other _____

15. PROGRAM AREA ENROLLED - ☐ Agriculture
    ☐ Health & Personal Services
    ☐ Business & Office
    ☐ Technical
    ☐ Home Economics
    ☐ Distributive Ed.
    ☐ Public Service (Occupational Preparation)

16. NAME OF SCHOOL _____

17. MAJOR HANDICAP - None ☐ Physically Handicapped ☐ Deaf ☐ Hard of Hearing ☐ Mentally Retarded ☐

    Emotionally Disturbed ☐ Speech Handicapped ☐ Visually Handicapped ☐ Other _____

18. EMPLOYMENT STATUS - Full-Time ☐ Part-Time ☐ Not Employed ☐

19. TIME OF DAY/NIGHT THAT YOU ATTEND SCHOOL? _____

- - - -